

State Teachers College at

LOWELL

1954 - 1955

CATALOG



THE COMMONWEALTH OF MASSACHUSETTS

STATE TEACHERS COLLEGE

AT

LOWELL



1894

1954

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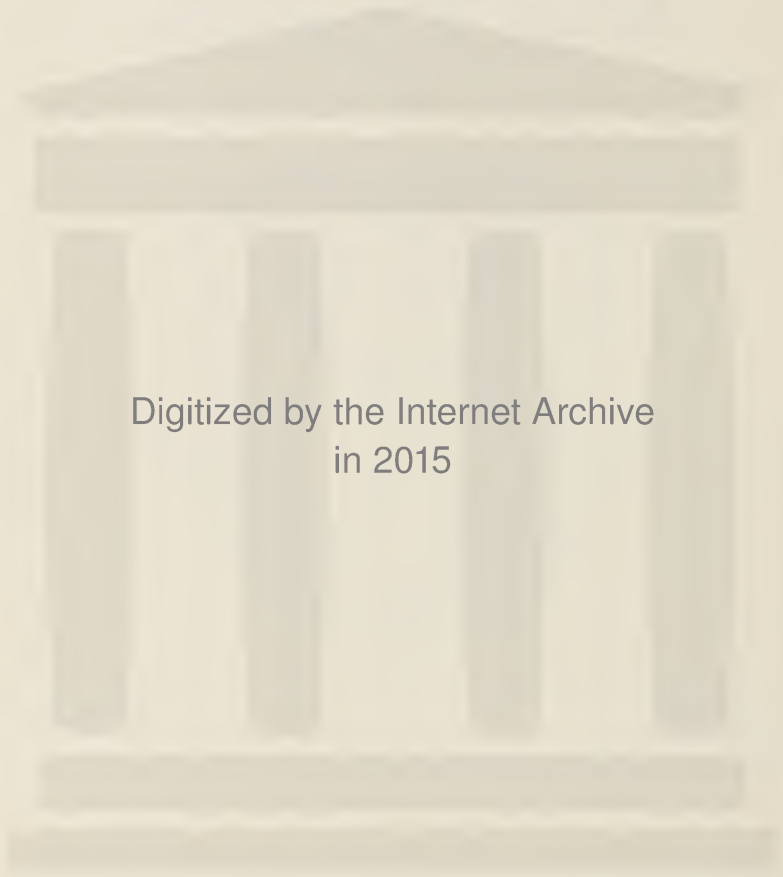
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

MEMBER OF:

NEW ENGLAND TEACHER-PREPARATION ASSOCIATION

EASTERN STATES ASSOCIATION OF PROFESSIONAL SCHOOLS FOR TEACHERS

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION



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- H. MARIE GARRITY Instructor, Health, Physical Education
B.S.Ed., State Teachers College at Lowell
M.Ed., Boston University
- EDWARD F. GILDAY, JR. Associate Professor, Chairman of
Music Department
B.A., M.A., New York University
- MARGUERITE L. GOURVILLE Professor, Director of Training
Diploma, Sargent School of Physical Education
B.S.Ed., Marywood College
M.A., Boston University
- DEMERRITTE A. HISCOE Associate Professor, Art
B.S.Ed., Massachusetts School of Art
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B.S.Ed., M.Ed., State Teachers College at Fitchburg
M.A., Boston University
- EDWARD T. KNOWLES Assistant Professor, Social Studies
B.S.Ed., State Teachers College at Bridgewater
M.A., Fletcher School of International Law (Tufts, Harvard)
- THOMAS A. MALLOY, JR. Assistant Professor, Social Studies
B.A., University of Virginia
M.A., Colgate University
- WILLIAM H. MALONE Associate Professor, Physical Science
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- MARY E. MCGAUVRAU Assistant Professor, Elementary
Education, Dean of Women
B.S.Ed., State Teachers College at Lowell
M.Ed., Boston University
- ELIZABETH NEILSON Instructor, Health, Physical Education
Diploma, Bouve School of Physical Education (Tufts College)
B.S.Ed., M.Ed., Boston University
- DOMENIC R. PROCOPIO Assistant Professor, Music
B.A., M.A., Harvard University
- JULIAN ROBERTS Associate Professor, English, Dean of Men
B.A., M.A., Columbia University
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B.S., University of Massachusetts
M.A., Ph.D., Boston University
- MARGARET R. SHANNON Assistant Professor, Elementary
Education
B.S.Ed., State Teachers College at Lowell
M.Ed., Harvard University
- CYRUS D. THOMPSON Associate Professor, Music Education
Diploma, New England Conservatory of Music
B.S.Ed., Pennsylvania State College
M.M., Eastman School of Music of the University of Rochester
Ed.D. Boston University
- MABEL B. WILSON Assistant Professor, Music
Diploma, New England Conservatory of Music
B.Mus., Chicago University
M.Ed., Tufts College

Bartlett School

THOMAS F. MCSORLEY Master and Training School Principal
B.A., Holy Cross College

ESTHER T. BURNS Training School Teacher
B.S.Ed., State Teachers College at Lowell
M.Ed., Harvard University

VIVIAN C. HEVEY Training School Teacher
B.S.Ed., State Teachers College at Lowell
M.A., Marywood College

ELIZABETH C. COFFEY Training School Teacher
B.S.Ed., State Teachers College at Lowell
M.Ed., Boston University

ALICE G. KIERNAN Training School Teacher
B.S.Ed., State Teachers College at Lowell
M.Ed., Boston University

FRANCES C. MORIARTY Training School Teacher
B.A., Boston University
M.A., Boston University

(To be appointed) Training School Teacher

Washington School

HENRY E. MCGOWAN Master and Training School Principal
B.S., Lowell Textile Institute
M.Ed., Boston University

MARY CLARE HAYES Training School Teacher
B.S.Ed., State Teachers College at Lowell
M.Ed., Boston University

KATHERINE F. KEARNEY Training School Teacher
B.S.Ed., State Teachers College at Lowell
M.Ed., Boston University

GEORGINA P. KEITH Training School Teacher
B.S.Ed., State Teachers College at Lowell
M.Ed., Boston University

ANNA C. KIERNAN Training School Teacher
B.S.Ed., State Teachers College at Lowell
M.Ed., Boston University

CATHERINE V. O'CONNOR Training School Teacher
B.S.Ed., State Teachers College at Lowell

ALMA L. WARD Training School Teacher
B.S.Ed., State Teachers College at Lowell
M.Ed., Boston University

Supervisors of Music

ISOBEL GREGORY Dracut High School
MARY F. WALLACE Bartlett School — Washington School

Physician and Nurse

GEORGE J. M. GRANT, M.D. College Physician
IRENE BOURGET O'LOUGHLIN, R.N. College Nurse

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COLLEGE HISTORY

The State Teachers College at Lowell (formerly the State Normal School at Lowell) was established by the Massachusetts Legislature January 6, 1894, admitted its first class October 4, 1897, and was dedicated June 15, 1898. It was at that time a two-year Normal School specializing in the training of teachers for the Elementary Schools.

In 1912 Lowell became the first Massachusetts Normal School to offer a curriculum in Music Education, graduating the first class in this major in 1913. The Music Curriculum grew from a three-year to a four-year degree granting program, the first Bachelor of Science degrees in Music Education being conferred in June, 1928.

By 1932 Lowell had expanded into a four-year State Teachers College granting Bachelor of Science in Education degrees with majors in either Elementary Education or Music Education.

For sixty years the College was housed in a single large building without dormitory accommodations for resident students, many of whom room in nearby homes. The College occupies a three acre site at the junction of Wilder Street and Broadway in the western section of Lowell overlooking the Merrimack River.

A tripling of enrollments between 1945 and 1951 led the Legislature to authorize the construction of an additional Music and Science Classroom Building which is now under construction to be completed by December, 1954. The new building will contain a Gymnasium for both men and women students, a Little Theatre, Science Laboratories, Music Classrooms and Music Practice Cubicles.

Laboratory experiences (including student teaching) are principally carried on in the neighboring Washington School and Bartlett School, both within walking distance of the College campus. Additional enrichment experiences are provided by cooperating school systems in the Commonwealth.

In retrospect, the sixty years in the development of the State Teachers College at Lowell reveal not only a picture of quantitative growth, but one of growth in the standards set for the preparation of teachers for the Commonwealth of Massachusetts. Lowell has had six Presidents: Frank F. Coburn, Cyrus Durgin, John J. Mahoney, Clarence Weed, James Dugan, and presently, Daniel H. O'Leary. The College was accredited by the American Association of Colleges for Teacher Education on February 21, 1952. Both the music education and the elementary education programs have been consistent with the high standards set up by this National Accreditation Association.

Growth may also be observed in the encouragement and development of student participation in planning the over-all college program. The first student organization was known as the Oliver League. In subsequent years, it became known as the School and Society League. In this tradition of fostering a closer relationship among the students and between students and faculty, the present Student Government Association has evolved.

Thus through constant evaluation and change through growth in numbers, personnel and physical plant, the State Teachers College continues to meet the challenge presented by the demand for well-trained personnel for the public schools of the Commonwealth.



New Growth at L. T. C.

PURPOSE

The primary purpose of the College is the education and preparation of young men and women for teaching positions in the schools of the Commonwealth, with specific concentration in the areas of Elementary Education and Music Education. Believing that a good teacher is first of all an educated person, the College seeks to provide a broad program of cultural studies and activities, as well as training in the knowledge and skills of the teaching profession.

The curriculum is designed to help the student to become acquainted with himself and the world in which he lives; to acquire knowledge of the major fields of human interest and an integral understanding of their significance; to understand the child he is to teach; and to attain competence in the methods and materials of the teaching profession. The Music Education curriculum in addition seeks to provide a broad musical understanding in both the vocal and the instrumental areas; sound musicianship useful in classroom teaching; and competence in teaching skills and techniques in music for the elementary and secondary schools.

COLLEGE ACTIVITIES

All students entering Lowell are assured of membership in and a warm welcome by the Student Government Association. This organization is open to all under and upper classmen and serves as a guide for joining member clubs, such as the Men's and Women's Athletic Associations, class organizations, the College press club and the yearbook. It is run by a representative Student Council, nominated and elected by the student body in an annual spring campaign. With the help of a faculty advisor, the Council sets up a social calendar and regulates and publicizes student activities. The Student Council publishes its own handbook of regulations — The Torch.

College activities offer an ever present opportunity for serving as the chairman or a member of dance and party committees, arranging concerts, lectures, receptions, exhibits, playdays and visits to other colleges.

Special interests have led to the formation of a drama club, glee club, the publication of a college newspaper — the Campus Star and a yearbook — The Knoll. A group of students is now planning a literary quarterly for the publication of original prose and poetry.

Students with common interests are urged to initiate new clubs whenever they wish.

The Men's Athletic Association arranges its own program of individual and intramural team games, similar to most American college men's programs. When there is sufficient competence in a sport, a varsity club is formed and coached, and a schedule of games with other colleges is played. Swimming, basketball, horseback riding, badminton, archery, volleyball, roller skating, bowling and dancing are all enthusiastically supported by the Women's Athletic Association. Student leaders in each sport work with the physical education instructors in coaching and in holding seasonal playdays. Teams from two or more colleges compete in the playdays which are held at various New England colleges. Lowell's new gymnasium will provide for extensions of the indoor sports programs.

From the student body as a whole, elected representatives form the Lecture Committee, who select speakers, musicians, artists and the like for college assembly programs.

In the same way, the Student Public Relations Committee is chosen to entertain visitors, provide college news for the press and radio, and cooperate in community campaigns.

The Drama Clubs meets to read and produce plays. With the cooperation of the art department, members design their own settings. Both the College Chorus, which is open to all qualified students in the college to study major choral works, and the Drama Club prepare programs for public performance. After the opening of the new Little Theatre in November 1954, these clubs will have greater scope on campus.

Lowell's specialty of preparing music teachers and supervisors for all grade levels has fostered the organization of Small Ensembles, such as string quartets, madrigal groups and brass and woodwind ensembles. Four other musical groups, the College Band, the Laboratory Chorus, a Women's Chorus and the College Choir, open to music students, all carry college credit. A few specially qualified students, not majoring in music, may join the Band or Choir.

COLLEGE ACTIVITIES (Continued)

The College Band offers instruction in band techniques and methods of rehearsing instrumental groups. In the Laboratory Chorus, standard choral literature is performed, and in the Women's Chorus, the literature and special problems of women's voices are studied. The College Choir, a selected group, explores a wide variety of choral compositions, and offers public programs more frequently than the other three groups.

Of outstanding importance in Lowell's college activity program are the inter-collegiate socials, and the attendance of students at regional and national conferences. Frequently, during the year, Lowell college clubs or the Student Government Association will invite a neighboring college body to be their guests at a dance, banquet or other social affair. Lowell clubs are, similarly, guests of other colleges.

Besides membership in the Eastern States Conference of Teacher Training Institutions, the New England Teacher Preparation Association, the Columbia and Inter-collegiate Press Associations, various Lowell College Clubs are members of federations in their field of interest, and they send delegates to the regional and national conventions. Lowell has an active Student Chapter of the Music Educators' National Conference, which meets monthly.

Although participation in college activities is optional, it is encouraged by the administration, and sponsored by the faculty, as a desirable way to develop student leadership and social and professional competence. Lowell students recognize the value of active participation in college affairs so well that they have only the problem of limiting the number of clubs they do join.

COLLEGE CALENDAR

1954-1955

1954

April 16-19	Easter Recess	
May 17 and 18	Reading Period for Seniors	
May 19-25	Final Examinations for Seniors	
May 24-25	Reading Period for Juniors, Sophomores and Freshman	
May 26 - June 2	Final Examinations	
June 3	Required Student Assembly	A.M.
	Class Day Rehearsal	P.M.
June 4	Final Yearbook Assembly	A.M.
	Class Day Exercises	P.M.
June 6	Baccalaureate Exercises	A.M.
	Graduation Exercises	P.M.
July 6 - August 13	Summer Session	
September 7-10	Freshman Orientation and Registration	
September 13	Sophomore, Junior, Senior Registration	A.M.
	Classes begin	P.M.
October 12	Holiday	
November 11	Holiday	
November 25-28	Thanksgiving Recess	
December 17	Noon Christmas Recess Begins	

1955

January 3	Classes Resume	
January 12-13	Reading Period	
January 14-20	Final Examinations	
January 20	End of First Semester	
January 25	Registration Second Semester	
January 26	Classes Begin Second Semester	
February 22	Holiday	
March 26 - April 3	Spring Vacation	
April 8	Holiday	
April 19	Holiday	
May 23 - June 1	Final Examinations	
June 2	Required Student Assembly	A.M.
	Class Day Rehearsal	P.M.
June 3	Final Yearbook Assembly	A.M.
	Class Day Exercises	P.M.
June 5	Baccalaureate Exercises	A.M.
	Graduation Exercises	P.M.

REQUIREMENTS FOR ADMISSION

I. **Application for Admission.** Every candidate for admission to a teachers college is required to fill out a blank entitled "APPLICATION FOR ADMISSION TO A STATE TEACHERS COLLEGE" and send it to the President of the Teachers College of his choice. This blank may be obtained at the high school or the teachers college and may be filed after January 1 of the year in which the candidate desires to enter. The blank should be filed not later than one week before the date set for the next scholastic aptitude test.

II. **Blank to be Filed by the High School Principal.** The principal of the high school is expected to fill out a blank giving the "HIGH SCHOOL RECORD" for each year, and "RATINGS OF PERSONAL CHARACTERISTICS" and send it to the President of the Teachers College.

III. **General Qualifications.** Every candidate for admission as a regular student must meet the following requirements:

1. **Health.** The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidences in this regard.

2. **High School Graduation.** The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. **Completion of Fifteen Units of High School Work.** The "HIGH SCHOOL RECORD" must show the completion of fifteen units accepted by the high school in fulfillment of graduation requirements or the candidate must present evidence of equivalent preparation. "A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. **Personal Characteristics.** The "RATING OF PERSONAL CHARACTERISTICS" and the moral character of the candidate must, in the judgment of the President of the Teachers College, warrant the admission of the candidate.

IV. **Scholarship Requirements For Admission By Certificate.** (For admission by Examination, see V). Of the 15 units presented for admission 12 must be selected from Number 2 following and must include the 7 units listed in this paragraph as "Prescribed". The additional 3 units required may consist of any work which the high school accepts in partial fulfillment of its graduation requirements.

1. Prescribed (7 Units)

English	3 units
American History and Civics	1 unit
Algebra	1 unit*
Geometry	1 unit*
Science	1 unit

2. **Distribution of Units for Certified Applicants.** The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following: English, 3 units; Social Studies, 4 units; Science, 3 units; Foreign Language, 5 units (no credit accepted for less than 2 units of any one language); Mathematics, 3 units; Business Subjects, 2 units^{**}; Fine and Practical Arts, 2 units^{**}; Home Economics, 2 units^{**}; and Physical Education, 1 unit.^{***}

3. **Admission by Certificate.** The privilege of certification is extended to public and private schools and academies in the Commonwealth of Massachusetts. The Teachers Colleges will accept the certificating grade regularly established by the individual school for college entrance. Units of certification will be determined on the same basis as units of credit, subject to the restrictions of this bulletin.

The Department of Education reserves the right to withdraw the privilege of certification from any institution when its students fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the Teachers Colleges.

(a) **Plan I.** Admission by certificate is granted to candidates who present work of certificating grade in 12 units as follows: Seven from the prescribed list and five others from the list given under IV, 2. The number of units offered is subject to the restriction of IV, 2. Personal interviews are required.

In the case of subjects which continue for two years, the grade for the last year must be a certificating grade in order that both units may be accepted for certification. If the subjects continue for three or four years, the grade for one other year, as well as the grade for the last year, must be a certificating grade in order that 3 or 4 units may be accepted for certification.

In the case of English, only 3 units will be accepted among the required 12 units. A fourth unit of English may be accepted as one of 3 additional units.

(b) **Plan II.** Students in the upper quarter of the high school or college preparatory class are eligible for admission without examination, provided that they have completed fifteen units, and have received passing grades in the seven units listed as "Prescribed". Personal interviews are required.

V. **Admission by Examination.** Students who are not eligible for admission by certificate or by reason of upper quarter standing as described in the foregoing, but who possess a high school diploma or its equivalent, are recommended by the high school principal, and are interested in teaching, may be admitted to the Teachers

*Only one unit of Mathematics is required for admission to the Business Education course at the State Teachers College at Salem.

**In these fields one additional unit beyond the maximum may be granted as follows: In Business Education, Home Economics, Industrial Arts, Art and Music to candidates applying respectively for admission to the Business Education course at Salem, the Home Economics course at Framingham, the Industrial Arts course at Fitchburg, all courses in the Massachusetts School of Art, and the Music course at Lowell.

***One unit granted for the Physical Education course at Bridgewater only.

Colleges on the successful completion of aptitude tests prescribed by the Department of Education. Personal interviews are required. If the result of the personal interview is favorable, the standing of the applicant will be determined by the scholastic and personality records and examination scores.

VI. Admission of Students to the Music Department of the State Teachers College at Lowell. Students seeking admission to the Music Department of the State Teachers College at Lowell in addition to meeting the regular requirements for admission, are required to pass a Music Aptitude Test and demonstrate ability in music. Details in regard to the types of tests and examinations to be used may be had from the State Teachers College at Lowell and the Massachusetts School of Art.

VII. Waiting Lists. If the number of applicants for admission who have applied by the appointed date is in excess of the number that the facilities of the Teachers College will accommodate, the scholastic records and the ratings of the personal characteristics of **all** applicants will be evaluated in accordance with the method stated below. Certified candidates, Plans I and II, will be admitted first and in that order, as determined by their total scores. Candidates for admission by examination will then be admitted in the order of their standings, as explained in V, above. Waiting lists will remain in force until after the succeeding examination when new waiting lists will be established. Vacancies occurring between examinations will be filled from the established list.

(a) Scholarship will be allowed a maximum of 75 points for 15 units of work.

(b) Personality will be allowed a maximum of 25 points.

As a basis of computing the total score from the scholastic record, as submitted by the high school principal, a mark of "A" will be allowed 5 points; "B" 4 points; "C" 3 points; "D" 2 points.

As a basis of computing the personality record which includes ten characteristics exclusive of health a mark of "Excellent" will be allowed 2½ points; "Good" 2 points; "Fair" 1½ points; "Poor" 1 point.

VIII. Place and Time of Examination. Examinations may be taken in January, April and September at any State Teachers College including the Massachusetts School of Art. Candidates are reminded, however, that in a number of the Teachers Colleges the full complement of students may be admitted as a result of the January examinations and that the number admitted later may be limited to replacements for withdrawals. Students who wish to take examinations at a Teachers College other than the one for which they are applying should notify in advance the president of the college to which they are applying.

IX. Admission as Advanced Students. Students who have attended or are graduates of normal schools or colleges may be admitted as regular or advanced students, under conditions approved by the Department.

SCHEDULE OF APTITUDE TEST FOR 1954

(All day—beginning at nine o'clock)

Music Aptitude Tests

(to be given at the State Teachers College at Lowell only)

January 28, April 8, and September 8.

Scholastic Aptitude Tests

(to be given at all the State Teachers Colleges and the Massachusetts School of Art)

January 29, April 9, and September 9.

COLLEGE YEAR BEGINS

September 13, 1954

September 12, 1955

REQUIREMENTS FOR PROMOTION AND GRADUATION

1. A system of quality points is in force in all of the State Teachers Colleges. Under this system, grades will be given the following values: A-4 to 5, B-3 to 3.9, C-2 to 2.9, D-1 to 1.9, E-0.

2. The number of quality points which a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six-semester hour course with a rating of "4" has a value of 24 quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

3. The average of the grades required for promotion or graduation is two. Students with an average of less than two must withdraw from college unless permission to repeat the year is given by the Director of the Teachers Colleges on the recommendation of the President for such reasons as illness, home difficulties, etc.

4. Incomplete grades must be made up within eight weeks after the opening of the following semester. (No course may be marked "incomplete" unless 80% of the work has been done at the time of discontinuance).

5. The determination of quality points is made at the end of each college year and, excepting when the year is repeated, the number of points is not affected by grades in courses subsequently taken and passed.

6. "E" grades can never be removed, but the subjects in which they have been received must be repeated and passed, or, in the case of electives, other approved courses must be taken and passed either in approved summer sessions, or, when possible, during the regular college year. Continuing subjects, in which "E" grades have been received, must be successfully repeated before the student may take advanced work. Deficiencies incurred during the first three years must be removed by courses taken not later than the termination of the first semester of the senior year. Deficiencies incurred during the

first semester of the senior year may be removed in the second semester.

7. The grade for a repeated or alternate course will be recorded in the college records as follows: "Repeated or alternate course_____passed at_____with a grade of_____."
(Name) (College)

EXPENSES

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget:

I. Fees for Residents of Massachusetts

1. \$100.00 a year payable in two installments at the beginning of each semester.
2. \$3.50 a semester hour—Courses for part-time day students.
3. \$9.00 a semester hour—Extension and Summer courses.

II. Fees for Non-Residents of Massachusetts

1. \$400.00 a year payable in two installments at the beginning of each semester.
2. \$12.50 a semester hour—Extension and Summer courses.

III. **Registration Fee.** Each applicant for admission to a Massachusetts State Teachers College or the Massachusetts School of Art must pay a registration fee of \$10.00 following notification of acceptance of admission. This fee will be deducted from the tuition of students who attend and will be forfeited by those who do not attend. Refunds for students leaving the college within six weeks after the beginning of the semester will be based on the regularly-established schedule or refunds, minus the registration fee. This regulation will be effective for students entering on or after September 1, 1955.

IV. **Music course at the State Teachers College at Lowell.** There are additional expenses to cover vocal instruction and instruments, detailed information on which may be had from the college.

V. **Textbooks and Supplies.** Students are expected to purchase all necessary textbooks and supplies, at an approximate expense of \$50.00 a year.

COLLEGE INFORMATION

Copies of the College catalogue may be obtained by writing to the President's secretary.

Requests for information with regard to admissions or transfers should be directed to the office of the Dean.

These regulations and charges are subject to change by the Board of Education.



Teacher '54



Holiday Fun

Excelsior



Building The
Future





Music
Old and New

Creative Thinking



Spring Daze



The Long Reach





New Generation



Progress

CURRICULUM DESIGN

	FRESHMAN	SOPHOMORE
GENERAL EDUCATION	<ol style="list-style-type: none"> 1. To provide knowledge and experiences leading to effective written communication. 2. To provide experiences leading to effective oral communication. 3. To study significant literary documents of the ancient and medieval world both for the message they convey and the periods they represent. 4. To acquaint students with the growth and development of social, political and economic institutions in the history of man. 5. To cultivate an appreciation of music and art, and an understanding of the contributions of the fine arts to mankind. 6. To provide instruction about the principles of the Biological Sciences and their relation to the life of man. 7. To provide a knowledge and understanding of the fundamental principles of Psychology. 8. To provide knowledge and understanding of the basic principles of the science of number systems. 9. To provide recreational activity for every student. 10. To provide information with regard to the care and personal well-being of the individual. 11. To orient the student to college life. 	<ol style="list-style-type: none"> 1. To study significant literary documents from the Renaissance to Modern Times both for their message and the period of cultural history they represent. 2. To understand the growth of social, political, and economic institutions in America. 3. To understand the institutions of Federal and State Government of the United States. 4. To provide knowledge of the principles of the Physical Sciences and their relationship to man's life. 5. To understand the speech personality and its relationship to effective communication. 6. To know the principles of geography and their relation to man's world environment. 7. To provide recreational activity for all.
PROFESSIONAL EDUCATION		<ol style="list-style-type: none"> 1. To develop understandings relative to the purposes, function, organization, and administration of education in our American Society. 2. To develop insight into the role of the child in the educative process and the interrelationship of factors which affect his development.

ELEMENTARY EDUCATION

JUNIOR

1. To perceive relationship existing between purposes of education in American society and those specific to the elementary school.
2. To develop understanding that curriculum is total experience which children undergo in elementary school and which should be so designed as to effect optimum development for each child.
3. To develop understanding of the teaching-learning process as it affects the development of children with differing levels of ability and maturity.
4. To acquire ability in selection, organization, guidance, and evaluation of educative experiences which emphasize unity of learning and provide for development of a variety of learning outcomes.
5. To develop ability in selection and application of instructional principles, procedures, and materials which will facilitate the development of the child in communicative and social understandings and abilities, quantitative and scientific concepts, healthful living, and creative expression.
6. To extend insight into, and to develop facility in the application of, the basic principles of child development, curriculum, and teaching through a practicum in student teaching.
7. To achieve increasing maturity and responsibility in the guidance of the total learning of children in the elementary school.

SENIOR

1. To examine the principles involved in man's life as a social being.
 2. To provide recreational activity for all students.
 3. To acquaint the student with information and understanding of the need for corrective measures, applied by specialists and/or non-specialists that will lead to more effective oral communication.
 4. To provide for individual appraisal of one's cultural and professional interests and needs, and to extend and refine one's understanding and knowledge through individual selection of further experiences and study in the areas of Art, Languages, Literature, Music, Science, Social Sciences, Education, Psychology, and Philosophy.
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1. To develop understanding of the ethics of the teaching profession, the legal responsibilities of teachers, and to provide for the evaluation of all professional experiences in preparation for teaching.
 2. To develop insight into special abilities and disabilities of exceptional children and to develop an understanding of principles basic to the selection and guidance of their curriculum experiences.
 3. To develop understanding of the purpose and function of audio-visual materials in the teaching-learning situation, to recognize principles basic to their use, and to appraise critically their contribution to the development of children.
 4. To develop understanding of the purpose and function of evaluation in the elementary school; of types of measuring techniques to be employed; and to acquire facility in the selection or construction, administration and scoring, analysis and interpretation of evaluative instruments.
 5. To develop insight into the historical forces and philosophical systems which have influenced the development of American education and which may serve as bases for the development of a personal philosophy of education.

CURRICULUM DESIGN

	FRESHMAN	SOPHOMORE
GENERAL EDUCATION	<ol style="list-style-type: none"> 1. To provide knowledge and experiences leading to effective written communication. 2. To provide experiences leading to effective oral communication. 3. To provide information with regard to the care and personal well-being of the individual. 4. To provide a knowledge and understanding of the fundamental principles of Psychology. 5. To cultivate an appreciation of art and an understanding of the contributions of the fine arts to mankind. 6. To study science in music; the physiology of tone, hearing, acoustics; the use of films, recordings, tape-recorders. 7. To provide recreational activity for every student. 8. To orient the student to college life. 	<ol style="list-style-type: none"> 1. To study significant literary documents from the Renaissance to Modern Times both for their message and the period of cultural history they represent. 2. To understand the institutions of Federal and State Government through a study of the history of the United States. 3. To acquire an appreciation of music through an historical perspective and the study of styles and forms of musical literature. 4. To provide Recreational activity for all.
BASIC MUSIC	<ol style="list-style-type: none"> 1. To study the fundamentals of music, including sight singing, ear training and elementary harmony. 	<ol style="list-style-type: none"> 1. To continue the study of harmony and ear training, with form and analysis, keyboard harmony, piano accompaniments and creative writing.
MUSIC PERFORMANCE	<ol style="list-style-type: none"> 1. To acquire instrumental techniques in percussion and brass. 2. To acquire sufficient facility to meet routine piano requirements in the public schools. 3. To participate in large and small instrumental and vocal ensembles. 	<ol style="list-style-type: none"> 1. To acquire instrumental techniques in woodwinds. 2. To increase facility in functional use of piano. 3. To participate in large and small instrumental and vocal ensembles. 4. To acquire skill in the use of basic techniques of conducting.
PROFESSIONAL EDUCATION		<ol style="list-style-type: none"> 1. To develop understandings relative to the purposes, function, organization and administration of education in our American Society. 2. To develop insight into the role of the child in the educative process and the inter-relationship of factors which affect his development.

MUSIC EDUCATION

JUNIOR	SENIOR
<ol style="list-style-type: none"> 1. To experience rhythmic activities including folk dancing. 	<ol style="list-style-type: none"> 1. To examine the principles involved in man's life as a social being. 2. To provide recreational activity for all students. 3. To provide for individual appraisal of one's cultural and professional interests and needs and to extend and refine one's understanding and knowledge through individual selection of further experiences and study in the areas of Art, Language, Literature, Music, Science, Social Science, Education, Psychology, and Philosophy.
<ol style="list-style-type: none"> 1. To study 16th century contrapuntal writing and to acquire skill in original scoring for 1, 2, 3, and 4 voices, and choral arranging. 	<ol style="list-style-type: none"> 1. To acquire skill in writing for band and orchestral instruments, individually and in combination; and, in arranging for school instrumental ensembles.
<ol style="list-style-type: none"> 1. To acquire the use of vocal and choral techniques. 2. To acquire skill in the use of techniques of choral conducting and the organization and training of choral groups. 3. To further increase facility in functional piano. 4. To participate in large and small instrumental and vocal ensembles. 5. To acquire instrumental techniques in strings. 	<ol style="list-style-type: none"> 1. To acquire the use of techniques of instrumental conducting and the organization of instrumental groups. 2. To develop a major instrumental or vocal skill, through performance. 3. To participate in large and small instrumental and vocal ensembles.
<ol style="list-style-type: none"> 1. To study methods and materials in music and elementary education, supplementing this with observation and student teaching in the laboratory schools, to provide direct experience with elementary school children. 2. To study methods and materials of teaching music in the secondary schools. 	<ol style="list-style-type: none"> 1. To develop insight into the historical forces and philosophical systems which have influenced the development of American education and which may serve as bases for the development of a personal philosophy of education. 2. To evolve a working philosophy through this study of the history and philosophy of education. 3. To obtain experience in student teaching and observation in music education in the secondary schools. 4. To study the modern philosophy and techniques of supervision in music education and to develop skill in their use.

ELEMENTARY EDUCATION CURRICULUM

FRESHMAN				SOPHOMORE				JUNIOR				SENIOR			
1st Semester	2nd Semester	1st Semester	2nd Semester	1st Semester	2nd Semester	1st Semester	2nd Semester	1st Semester	2nd Semester	1st Semester	2nd Semester	1st Semester	2nd Semester	1st Semester	2nd Semester
Course	Sem. Hrs.	Course	Sem. Hrs.	Course	Sem. Hrs.	Course	Sem. Hrs.	Course	Sem. Hrs.	Course	Sem. Hrs.	Course	Sem. Hrs.	Course	Sem. Hrs.
Eng. 131 Art 111 Hist. 181 Sci. 171 Psy. 161 Health Ed. 143 Phys. Ed. 141 Sp. 133 Orientation 001	3 3 3 3 3 1/2 1/2 1/2 0	Eng. 132 Mus. 155 Hist. 182 Sci. 172 Math. 174 Health Ed. 144 Phys. Ed. 142 Sp. 134 Orientation 002	3 3 3 3 3 1/2 1/2 1/2 0	Eng. 231 Hist. 281 Geog. 283 Sci. 271 Sp. 233* Phys. Ed. 241	3 3 3 3 1 1/2	Eng. 232 Hist. 282 Geog. 284 Sci. 272 Phys. Ed. 242 Health Ed. 243	3 3 3 3 1/2 1/2			Soc. 481 Sp. 433 Phys. Ed. 441 Electives*	3 2 1/2 6			Health Ed. 443 Phys. Ed. 442 Electives*	— 1/2 — 6
				Ed. 221	2	Ed. 222	3	Ed. 321 Ed. 322 Ed. 323 Ed. 324 Ed. 325 Ed. 326 Ed. 327 Ed. 328	5 2 2 2 2 2 3 0	Ed. 329	12	Ed. 422	3	Ed. 425 Ed. 421 Ed. 423	— 3 2

125 semester hours needed for graduation. Electives are chosen from a wide selection of offerings in every area of study.

MUSIC EDUCATION CURRICULUM

FRESHMAN				SOPHOMORE				JUNIOR				SENIOR			
1st Semester		2nd Semester		1st Semester		2nd Semester		1st Semester		2nd Semester		1st Semester		2nd Semester	
Course	Sem. Hrs.	Course	Sem. Hrs.	Course	Sem. Hrs.	Course	Sem. Hrs.	Course	Sem. Hrs.	Course	Sem. Hrs.	Course	Sem. Hrs.	Course	Sem. Hrs.
Eng. 131	3	Eng. 132	3	Eng. 231	3	Eng. 232	3							Soc. 481	3
Sp. 133	1/2	Hist. 182	3	Hist. 285	3	Mus. 256	3								
Sci. 173	2	Sp. 134	1/2	Mus. 255	3	Health Ed. 243	1/2								
Art 111	3	Psy. 161	3	Phys. Ed. 241	1/2										
Health Ed. 143	1/2	Health Ed. 144	1/2												
Phys. Ed. 141	1/2	Phys. Ed. 142	1/2												
Orientation 001	0	Orientation 002	0												
Mus. 451	3	Mus. 152	3	Mus. 251	3	Mus. 252	3	Phys. Ed. 341	1	Mus. 351	3	Phys. Ed. 441	1/2	Health Ed. 443	1/2
Mus. 153	2	Mus. 154	2	Mus. 253	2	Mus. 254	3	Mus. 354	3	Mus. 353	2	Mus. 455	3	Mus. 4511	1
Mus. 1513	1	Mus. 1514	1	Mus. 2513	1	Mus. 2514	1	Mus. 359	3	Mus. 360	3	Mus. 4510	2	Mus. 4514	1
Mus. 1510	1	Mus. 1511	1	Mus. 2510	1	Mus. 2511	1	Mus. 3513	1	Mus. 3514	1	Mus. 4513	1		
								Mus. 3510	1	Mus. 3511	1				
				Ed. 221	2	Ed. 222	3	Ed. 3210	4	Ed. 3211	2			Mus. Ed. 459	3
								Mus. Ed. 356	4	Mus. Ed. 357	2				
										Mus. Ed. 358	3	Mus. Ed. 457	2	Mus. Ed. 458	2
														Ed. 425	3

132 credits required for graduation.

DESCRIPTION OF COURSES

The courses offered are listed in alphabetical order according to departments. The course numbers have the following meaning:

First Numeral	Second Numeral	Third Numeral
0-Non-Credit Course	1-Art	Course Number
1-Freshman	2-Education	*Elective Offering
2-Sophomore	3-English	
3-Junior	4-Health & Physical Education	
4-Senior	5-Music	
	6-Philosophy & Psychology	
	7-Science & Mathematics	
	8-Social Science	

001-002 Orientation to College

Guidance is given in the development of skills both academic and social which facilitate adjustment to college life. The student is assisted in self appraisal through utilization of results of the Orientation Week testing program.

Department of Art

DeMerritte A. Hiscoe

ART 111 — Art Appreciation. This course seeks to acquaint the student with the language of art and the tools for exercising judgment. A broad background of recognized art work is attained.
Three semester hours.

ART 311-411 — Art Materials and Techniques*. Creative experiment in the use of accepted art materials, techniques, scientific information, and design are studied in relation to aesthetic expression. Emphasis is placed upon understanding rather than skill in production.
Three semester hours.

ART 312-412 — History of Art*. The history of man's social and cultural growth as it was expressed in many art forms is studied as a means for understanding art in the world we live in. Research covering main currents and great periods with resultant modern developments is required.
Three semester hours.

ART 313-413 — Stage Design*. A study is made of the equipment, materials, and techniques available for the production of a modern stage performance. Analysis of the play book, interpretive set design, scene and prop construction, stage lighting and make-up are important elements of the course.
Three semester hours.

ART 414 — Creative Art*. This is an advanced course for those students wishing to specialize in drawing and painting. Landscape painting or figure drawing.

It is an advanced studio course open to qualified students wishing to carry on individual study in a chosen field of art expression.

Three semester hours.

DEPARTMENT OF EDUCATION

Marguerite L. Gourville, Chairman

Herman H. Brase

DeMerritte A. Hiscoe

Gertrude M. Cunningham

Mary E. McGauvran

Helen G. Drinan

Margaret R. Shannon

William R. Fisher

ED. 221 — Introduction to Education. Designed to provide an overview of American education relative to its function in American society, purposes, levels, personnel, control, and finance. The approach utilizes discussion, analysis of students' background of school experiences, observation of children, and visitation. Here the student receives guidance and professional counselling relevant to the choice he will make in student teaching the following year.

Two semester hours.

ED. 222 — Child Growth and Development. The findings of research in child development serve as operational guides in the study and understanding of the child in the elementary school. An exploration is made of the principles underlying the development of the physical, mental, social motor, language, and creative growth of the child. Emphasis is placed on change in the child and the relationships between the school environment and such change. Provision is made for the observation of children in elementary schools, in schools for exceptional children, and in group activities sponsored by social agencies.

Three semester hours.

ED. 321 to 328 — The Child and His Curriculum in the Elementary School — Course Sequence. The child and his development in the elementary school serves as a unifying core for this course sequence which is designed for students in the Elementary Education Program and which they experience in the semester immediately preceding student teaching.

Guidance is directed toward student development of the ability to appraise, select, and apply effectively those instructional principles, procedures, and materials which contribute to the growth of the child in communicative and social understandings and abilities, quantitative and scientific concepts, healthful living, and creative expression.

ED. 321 — Communicative Arts in the Elementary Curriculum. The focus of this course is the function of language in the develop-

ment of the child, and the interrelationship which exists among the various phases of the language arts. Systematic consideration is given to the scope and sequence of the language program; primary emphasis is upon reading as a developmental process.

Five semester hours.

ED. 322 — Social Studies in the Elementary Curriculum. The analysis of social values and needs serves as one of the bases for determining curriculum experiences which will contribute to the development of social understandings and skills in children. Experience is given in organizing units of work and in planning citizenship programs. Through self-evaluation, students are encouraged to balance and develop their own potentials for social living.

Two semester hours.

ED. 323 — Arithmetic in the Elementary Curriculum. The logical sequence in arithmetic is studied with emphasis placed upon the acquisition of important mathematical meanings and relationships. Concrete approaches to abstract concepts, facts, operations, and step processes are stressed. Attention is given to readiness, grouping, and manipulative materials.

Two semester hours.

ED. 324 — Science in the Elementary Curriculum. This course is planned to familiarize students with the many opportunities for science experiences in the school program through participation in experiments, field trips, and audio-visual demonstrations suitable to and effective at the maturation levels of children.

Two semester hours.

ED. 325 — Health and Physical Education in the Elementary Curriculum. Experience is given in directing those games, rhythmical activities, singing games, posture and body mechanics which contribute to child growth. In the area of health education, emphasis is placed on the organization and content of health services, healthful living, and safety education.

Two semester hours.

ED. 326 — Art in the Elementary Curriculum. The psychology of children's creative art expression provides the base upon which this course is organized. Opportunity is provided for experience with a variety of art media which contribute to children's creative ability and which contribute to learning.

Two semester hours.

ED. 327 — Music in the Elementary Curriculum. The emphasis of this course is placed on developing those understandings and skills necessary in teaching children through the five areas of musical experience: singing, listening, rhythmic activity, playing and creating; and on developing a knowledge of and facility in the use of available materials.

Three semester hours.

ED. 328 — Observation of Children in the Elementary School — Required Supplementary Experience. The purposes, principles, and procedures in Ed. 321-327 give direction to observation experiences

in the laboratory school classrooms and in other teaching-learning situations.

While emphasis is on the student's seeing normal classroom activities throughout the semester, he is guided to give special attention to a particular phase of the teaching-learning situation in each observation. Provision is made for the discussion of theory and practice relevant to each observation.

ED. 329 — Student Teaching in the Elementary School. Growth, experience, and responsibility in teaching are developed through a practicum in elementary schools under the supervision of qualified teachers and principals. These teaching experiences are offered full time for one semester for students in the Elementary Education program.

Individual student guidance is further provided through observation, demonstration, and counselling by college faculty members of the Education Department who are consultants in each of the curriculum areas.

These teaching experiences are provided in two of the public schools of the city of Lowell and in other cooperating school systems.
Twelve semester hours.

ED. 3210-3211 — Elementary Education and Student Teaching. This course designed specifically for students in the Music Education Program has two parts. A four-hour course in basic principles of teaching is given during the first semester. Thirty full days of student teaching in an elementary classroom in the laboratory schools are required during the second semester. Additional conference time is scheduled.
Six semester hours.

ED. 421 — Educational Seminar. Phases of ethics, school law, curriculum study, and new trends in elementary education are discussed. The members of the group re-evaluate their professional experiences. Some time is devoted to a consideration of the preparation for the first teaching position. This course is subsequent to Ed. 329; Student Teaching in the Elementary School. Two semester hours.

ED. 422 — Meeting Special Needs and Abilities Through Reading. This course deals with the special abilities, characteristics, and reading problems of exceptional children, and the relative merits of programs designed to meet the needs of these children. Consideration is also given to the relation of disability in reading to child development.

The role of reading and literature in the solution of the personal and social problems of all children is considered through an exploration of all children's literature. Ed. 321 is prerequisite.
Three semester hours.

ED. 423 — Audio-Visual Aids to Learning. This course considers the value of and the need for audio-visual materials in the teaching-learning situation, the types available, and the principles and techniques pertinent to their use. Analysis is made of a variety of aids:

field trips, museums, models, objects, films, filmstrips, and graphic materials. The course is, to a great extent, a laboratory one with provision for the application of the techniques and principles involved.

Two semester hours.

ED. 424 — Educational Tests and Measurements. This course considers the nature of measurement, its purpose and value in the learning situation, and the types of measuring techniques to be employed. Attention is given to the development of certain statistical concepts, facility in the selection and use of measuring instruments, and in the interpretation of the data secured. Two semester hours.

ED. 425 — History and Philosophy of Education. The general purpose of the course is to construct a synthesis of the basic ideas of the foremost thinkers and teachers of civilization past and present. This general purpose, when achieved, will serve two specific purposes. **First**, the synthesis will be used as a framework of reference for the evaluation of contemporary American philosophies of education. **Second**, the synthesis will serve as a framework of reference to enable a prospective teacher to construct a provisional philosophy of education for his or her guidance in education. Three semester hours.

ED. 426 — Guidance in the Elementary School*. The significance of understanding the emotions and personal needs of children is stressed in this course. Techniques are suggested for gathering data about children and the use of this data to help the child direct his own life, make his own decisions, and solve his personal problems.

Three semester hours.

DEPARTMENT OF ENGLISH AND SPEECH

Julian Roberts, Chairman

William Burto
Fortunata Caliri

Kalervo Kansanniva
James Ryan

ENG. 031 — Mechanics of Written Expression. A non-credit course required of freshman students who demonstrate the need for improvement in their written expression.

ENG. 032 — Reading Skills. A non-credit course required of freshmen who demonstrate the need for improvement in their reading requirements.

ENG. 131 — Written Communication. This course includes the study and practice of the principles of effective English expression. The course aims to develop awareness of diction, style and grammatical usage through the provision for frequent written experiences and their evaluation. It will also include the principles and techniques of preparing a research paper. Three semester hours.

ENG. 132 — The Literary Heritage of Western Culture I. The study of man's relationship to God, to society, to individuals, and his attempts to discover his own nature will form the basis for an exam-

ination of representative works from the literature of Antiquity and the Medieval world.

Frequent written assignments are required.

Three semester hours.

SP. 133-134 — Principles of Effective Speaking. This course aims to acquaint the beginning student with the characteristics of effective speech. It promotes social adaptation through a knowledge of the principles and techniques of speech and proficiency in personal speech power through performance and intelligent self-criticism.

One semester hour for the year.

ENG. 231 — The Literary Heritage of Western Culture II. The Study of man's relationship to God, to society, to individuals and his attempts to discover his own nature will be continued through an examination of representative selections from the literature of England and America from the period of the Renaissance to the Enlightenment. Frequent written assignments are required.

Three semester hours.

ENG. 232 — The Literary Heritage of Western Culture III. A continuation of the study of those concepts fundamental to human life and thought involving the relationships of man to God, society, individuals, and his efforts to determine his own nature through an examination of representative selections from literature of the Romantic period to the present time

Frequent written assignments are required.

Three semester hours.

SP. 233 — Speech Improvement. With emphasis upon individual needs, this course is designed to help the student develop a well-integrated speech personality. Extensive use is made of personality inventories, vehicles for personality development, and recording equipment to encourage self-improvement in speech ability. (Required of students as directed by department)

One semester hour.

ENG. 331-431 — 20th Century Writers*. An examination of some of the leading 20th century writers, their techniques, and the dominant forces which shape our contemporary literature.

Three semester hours.

ENG. 332-432 — Modern Drama*. A study of the ideals, motives and problems of our modern life as revealed by the best playwrights.

Three semester hours.

SP. 433 — Speech Correction. This course gives the student a sound background in speech correction techniques with a four-fold purpose: (1) that he can recognize the need for speech correction (2) that he can offer corrective work of a non-specialist nature in his own classroom (3) that he can better cooperate with the speech specialist, and (4) that he maintain desirable standards of speech in his daily classroom experiences.

Two semester hours.

ENG. 334-434 — Shakespeare*. The development of the writer from his early comedies, histories and tragedies to his more mature works in those areas. Three semester hours.

ENG. 325-435 — Our Literary Heritage*. The Biblical selections chosen, the epic of Homer, representative Greek tragedies and selections from the Platonic Dialogues are read to involve the student in creative thinking and reading processes that will make him progressively aware of human values, the ways they work in actual life, and how they form the basis of our cultural heritage. (given only in 1953-54) Three semester hours.

ENG. 336-436 — American Issues in Literature*. Our past, our present and the probable shape of our future are herein presented through varied selections from American Literature. Three semester hours.

ENG. 437 — The Short Story*. An examination of short stories of the modern world in an attempt to understand the nature of fiction and its relation to modern life. The works of eight American and European writers will be examined and discussed. Three semester hours.

ENG. 438 — Creative Writing*. Principles and practices of creative writing as they apply particularly to exposition and short fiction. Three semester hours.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

H. Marie Garrity, Chairman Elizabeth Neilson
Ignatius A. Cizek

HEALTH 143-144 — Personal-Community Hygiene. This course aims to present to college men and women the necessary knowledges and standards pertaining to personal and community health in order that they will be able to obtain complete physical, mental and social well-being as professional people or as citizens in a community. One semester hour.

PHYS. ED. 141-142, 241-242, 441-442 — Physical Education Activity. The physical education program for the respective classes centers around the knowledges and skills involved in a variety of activities. Each succeeding year, the class work changes so as to permit the student to gain new understandings, skills, and appreciations for this area of education. Emphasis in the Senior year is on a recreational program, and opportunities for coaching are provided. Such activities as field hockey, basketball, softball, volleyball, enable the students to become familiar with team sports. The individual sports also receive equal attention in the program. They include archery, badminton, and tenniquoit.

A program of rhythms is included with emphasis in square dancing and folk dancing.

The purpose of offering such a variety of activities is to enable

the student to acquire such valuable qualities as social adaptation, leadership, poise and respect for others.

One semester hour each year.

HEALTH 243 — Standard First Aid. The Standard Course in First Aid is offered in the Sophomore year. It is organized primarily to prepare students to give first aid particularly to themselves and their family groups. Emphasis is given to prevention, early medical care, and the common, serious injuries. This course enables the student to receive the American Red Cross Standard First Aid Certificate upon completion of the course. One-half semester hour.

HEALTH 443 — Advanced and Instructors First Aid. This course offers a combination of the American Red Cross Advanced First Aid Certificate and the Instructor's Certificate for those completing the course. The course stresses the phase of First Aid that will prepare the professional teacher to be of greater service to the individual child, the school and the community. One half semester hour.

DEPARTMENT OF MUSIC

Edward F. Gilday, Jr., Chairman

William R. Fisher

Cyrus D. Thompson

Domenic R. Procopio

Mabel B. Wilson

Paul Bregor

MUS. 051 — Music Experiences. This course aims to provide a wider and more advanced understanding of the fundamentals of the art of music. Completion of this course requires facility in reading with syllables and text, music of moderate difficulty. Special emphasis is placed on individual skill.

MUS. 155 — Music Appreciation. This course is designed for non-music majors. A study is made of the music of many countries from early times to the present and the influence of their cultures and customs upon their music. Three semester hours.

MUS. 255-256 — Music History and Literature. Great movements in the development of the art of music are taught leading toward an understanding of music's place in the world's culture. The class analyzes recorded music and performances in music of the various periods. Six semester hours.

MUS. 351-451 — The Enjoyment of Music*. This course is a comprehensive study of the importance of music in the social growth of man. It is divided into two areas of study: The historical background, national characteristics and emotional content of music; and the psychological import and influence of music throughout the ages. (Recordings will be used for illustration).

Three semester hours.

MUS. 4515-4516 — Italian Diction*. This course emphasizes the correct diction of the texts of songs and operas written in Italian through grammar, literature, and conversation, an understanding of this language is acquired, but the major stress is placed on natural pronunciation. This course is conducted almost entirely in Italian, it is open to all seniors, but only voice majors are required to demonstrate their practicing by singing Italian songs and arias. Students may elect either half of this full year's course, but those entering the course in the second semester must demonstrate a knowledge equivalent to that offered in the first semester.

Six semester hours.

Theory

MUS. 151 — Theory Ia. This course concentrates mainly on solfege, developed by singing at sight, and on ear training, developed by rhythmic, melodic, and simple chordal dictation. The understanding and handling of music notation are brought about through the music studied.

Three semester hours.

MUS. 152 — Theory Ib. This course continues the work in Music Theory Ia, advancing to more difficult music. The study of harmony is begun, progressing to four part harmonization of melodies using the primary and secondary chords and non-harmonic tones as exemplified in the music of the eighteenth century. Keyboard harmony, harmonic dictation, harmonic analysis, and creative work are integrated with the written exercises. Both this course and Music Theory Ia meet four times per week, two periods of which consist of class lessons, the other two of laboratory work.

Three semester hours.

MUS. 251 — Theory IIa. This course is a continuation of harmony, progressing to simple modulation, secondary dominants, and secondary second chords. Corresponding progress is made in the integrated studies—keyboard harmony, harmonic dictation, harmonic analysis, and creative work.

Three semester hours.

MUS. 252 — Theory IIb. This course completes the study of harmony, including altered chords, chromatic modulation, and the more advanced harmonic usages leading to contemporary practices. The integrated studies listed in Music Theory IIa progress to this nineteenth century style in music. Both Music Theory IIa and this course meet three times weekly; two meetings are devoted to written and keyboard work, playing, explaining, and discussing students' assignments, while one meeting is used for harmonic and structural analysis.

Three semester hours.

MUS. 351 — Theory III. This course in counterpoint is the study of the vocal polyphony of the sixteenth century, based on modality, and the study of the vocal and instrumental polyphony of the eighteenth century, based on tonality. Choral arranging in these two styles is strongly emphasized. This course meets three

times weekly; two meetings are devoted to playing or singing, explaining, and discussing students' assignments, while one meeting is used for analysis of representative music of the sixteenth and eighteenth centuries from a contrapuntal point of view.

Three semester hours.

MUS. 452 — Theory IV. This course is the study of instrumentation and orchestration, consisting mainly of writing music for all orchestral instruments individually and in combination. In addition to the orchestral transcription of piano music, score reading is studied through the analysis of representative scores of composers from 1700-1900. This course meets three times weekly; two meetings are devoted to lectures, demonstrations, and students' written assignments, while one meeting is used for score reading.

Three semester hours.

Instrumental Techniques

MUS. 153 — Instrumental Class (Percussion). This course demonstrates the methods of teaching percussion. Students are expected to acquire sufficient facility on the percussion instruments to enable them to demonstrate and teach them in the schools.

Two semester hours.

MUS. 154 — Instrumental Class (Brass). This course demonstrates the methods of teaching brass instruments. Students are expected to acquire sufficient proficiency for teaching and demonstration purposes.

Two semester hours.

MUS. 253 — Instrumental Class (Woodwinds). This course demonstrates the methods of teaching the woodwind instruments. The student is expected to gain sufficient skill for teaching and demonstration purposes.

Two semester hours.

MUS. 353 — Instrumental Class (Strings). This course demonstrates the methods of teaching the string instruments. The student is expected to gain sufficient skill for demonstrating and teaching the strings to children.

Two semester hours.

MUS. 455 — Instrumental Conducting. Instruction in advanced technique of the baton, score reading, instrumental playing, and the psychology of organizing and rehearsing instrumental groups of various sizes and combinations. Instrumental literature suitable for public-school work is studied and opportunity is given to conduct compositions of varied character.

Three semester hours.

Choral Techniques

MUS. 254 — Elementary Conducting. This course offers training in the technique of the baton as preparation for advanced in-

strumental and choral conducting. Using the class as a laboratory group, each student is given opportunity to conduct simple music, carefully selected to acquaint him with the basic problems of conducting, and their solutions. Three semester hours.

MUS. 354 — Advanced Choral Conducting. The many techniques involved in training and conducting a chorus are demonstrated, studied, and practiced. At the same time an acquaintance is gained with a wide repertoire of the choral music of many schools. Each student has numerous opportunities to conduct the class.

Three semester hours.

MUS. 359-369 — Vocal and Choral Techniques. The course is designed to prepare the student to handle vocal problems on both an individual and group basis. Training is given in basic choral techniques such as diction, blend, pitch, balance, attacks and releases. Through class demonstrations and discussions students learn how to train and develop voices individually and collectively.

Six semester hours.

Performance

MUS. 1510-2510-3510, 1511-2511-3511 — Functional Piano. Experience has shown that all music teachers have a constant need for some ability at the piano. Therefore all students are required to develop a functional proficiency at the keyboard before being granted a degree. To assist them, the department offers individual and class piano instruction without charge, beginning in the first year and continuing until the required proficiency is reached. Students will be examined periodically to determine their rate of progress.

One semester hour each semester.

MUS. 1513-2513-3513-4513, 1514-2514-3514-4514—Ensembles.

College Band. The Band is open to all students in the college. It offers experience in the standard literature for band, plus instruction in band techniques and methods of rehearsing instrumental groups. It is required of all majors who are not in the Women's Chorus.

One-half semester hour each semester.

Laboratory Chorus. The standard choral literature is studied and occasional public performances are given. This chorus is required of all music majors not enrolled in the College Choir.

One-half semester hour each semester.

Women's Chorus. The women's chorus studies the literature for women's voices and participates in occasional public performances. Discussions and demonstrations dealing with the problems unique to women's voices are a part of the chorus work.

One-half semester hour each semester.

College Choir. The College Choir is open to a limited number of students selected by audition. The members study a wide variety of choral compositions and perform frequently in public and at college functions. One-half semester hour each semester.

College Chorus. The College Chorus is open to all qualified students in the college. Major choral works are studied and prepared for public performance. Qualified students have the opportunity to rehearse and perform as soloists with the chorus in oratorio and advanced choral music literature. No credit.

Small Ensembles. So far as it is possible, the students are organized into small ensembles such as string quartets, madrigal groups, brass or woodwind ensembles, under faculty supervision, to encourage study and performance in this type of musical activity. No credit.

Performance

MUS. 4510-4511 — Major Performance Area. Every music major is required to present a recital during his senior year which will demonstrate a high degree of proficiency in his instrument or voice. The program may be given publicly for the student body or privately to a faculty committee. Each student will be assigned a faculty adviser with whom he will consult concerning the programme and its performance. Three semester hours for the year.

Professional Music Education Courses

MUS. ED. 356 — Music Methods and Materials (Elementary School). The emphasis in this course is placed upon developing those skills and understandings necessary in teaching children in the elementary school through the five areas of musical experience (singing, listening, rhythmic activity, playing, and creating) and on acquiring a working knowledge of the available material. This course is similar to Ed. 30 with special reference to the problems of the music. Four semester hours.

MUS. ED. 357 — Student Teaching (Elementary Schools). Observation and student teaching in the music area of the elementary school under skilled supervision. Opportunities are given for the practical application of the principles and techniques emphasized in the courses in music methods, with experience in the use of the recommended materials. Training School. Two semester hours.

MUS. ED. 358 — Music Methods and Materials (Secondary Schools). This course is intended to help the student develop a suitable music program for grades seven to twelve inclusive. The major topics include the philosophy of music education in the public schools; professional attitudes and relationships, the aims, content,

organization, teaching techniques, and means of evaluation of required and elective courses; the evaluation of material and its interpretation in developing teaching techniques.

Three semester hours.

MUS. ED. 457 — Student Teaching (Secondary Schools). Observation and student teaching in the music areas of the secondary school. Opportunities are given for the practical application of the principles and techniques emphasized in the course in secondary school methods. Training School.

Two semester hours.

MUS. ED. 458 — Student Teaching (all levels). Observation and student teaching in the music areas of the elementary school and junior and senior high schools. Opportunities are given for the practical application of the principles and techniques emphasized in all methods courses. Cooperating School Systems.

Two semester hours.

MUS. ED. 459 — Supervision of Music Education. This course will examine the role of the director or supervisor of music in his total professional capacity. Discussion will be based upon such problems as supervising techniques, administrative duties, curriculum building, scheduling, evaluating, purchase of equipment and supplies, professional ethics and affiliations.

Three semester hours.

DEPARTMENT OF PHILOSOPHY AND PSYCHOLOGY

Herman H. Brase

PSY. 161 — General Psychology. This course deals with the total processes of growth and development through the first twenty years. The psychological principles governing the growth and development of the individual's thought, feelings, and behavior are related to their practical application in the classroom. The learning process will be developed in considerable detail.

Three semester hours.

PHIL. 361-461 — Dialectics*. The course deals with ideas and their verbal signs, terms. Ideas and terms combined leads to a consideration of judgments and propositions. Judgments and propositions are classified into categorical and hypothetical. The combination of judgments and propositions respectively lead to deductive processes of reasoning and their verbal organization into syllogisms, both categorical and hypothetical. The laws of correctness governing categorical and hypothetical syllogistic reasoning are analyzed and applied.

Three semester hours.

PHIL. 362-462 — Philosophical Ideas in the United States*. The course deals with the development of thought in the United States from Puritanism to Pragmatism. Emphasis is placed on the

European roots of some of the major American philosophical developments. The educational implications shall be discussed. The bearing of the whole development of thought upon our own times shall be considered. Three semester hours.

DEPARTMENT OF SCIENCE AND MATHEMATICS

John J. Fisher, Chairman
Audrey C. Hughes
William H. Malone

SCI. 171-172 — Biological Science. The principles of the biological sciences are taught with emphasis on general biological concepts and modes of scientific approach to biological problems. This course includes lectures and laboratory work.

Six semester hours.

SCI. 173 — Acoustics. The fundamentals of acoustics are taught, including the principles of mechanics, properties of matter, force and motion, elasticity of sound. This course is conducted by members of the science and music departments.

Three semester hours.

SCI. 271-272 — Physical Science. This course is based on the development of the broad theories and principles of motion oriented to an understanding of the major scientific explanations of phenomena associated with the solar systems, kinematics, heat, and matter in the gaseous state.

The major emphasis is placed on understanding scientific generalizations of observable facts concerned with the properties and the structure of matter. Topics are drawn from fields of geology, chemistry, magnetism and electricity, and theories of the structure of atoms. This course includes lectures and laboratory work.

Six semester hours.

SCI. 471 — The History of Science*. An elective course designed to give students: (1) knowledge of the historical development of technology and scientific thought; (2) an understanding of the relationship between the theoretical and the practical; and (3) an appreciation of the interaction of science and society in the development of our modern civilization.

Three semester hours.

MATH. 071 — Mathematics Skills. A non-credit course required for all freshmen who demonstrate the need for improvement in their mathematical skills.

MATH. 174 — General Mathematics. A general education course designed to give students opportunities to think through quantitative situations; to appreciate the concise, precise rigor of our number system as a means of communication; to gain insight of the fundamental processes of calculation. Using a radix or base of five, an unfamiliar number system is developed and used with the funda-

mental processes. Topics from algebra, trigonometry, logarithms and calculus are used to generalize and extend the fundamental concepts of the exponential number system.

Three semester hours.

MATH. 472 — Mathematical Analysis 1*. A unified elective course which makes a systematic study of many different modes of variation, discovers exact relations between varying quantities, and devises suitable methods of making any necessary calculations. It includes topics from elementary analytic geometry, elementary calculus, and trigonometry

Three semester hours.

DEPARTMENT OF SOCIAL SCIENCE

Edward T. Knowles, Chairman

Gertrude M. Cunningham John R. Fitzgerald

Thomas A. Malloy, Jr.

HIST. 181-182 — World History. This two semester course concerns the development of civilization, accenting the special characteristics and contributions of successive periods and people from primitive man to the present. The political, cultural, economic, and social phases of development are emphasized.

Six semester hours.

HIST. 281 — United States History. A comprehensive examination is made of the development of American ideals and institutions which form the basis of the American way of life. Areas in every period of our history that contributed to this study are carefully analyzed. Much attention is given to the historical backgrounds out of which have developed our social, political and economic problems.

Three semester hours.

HIST. 282 — United States Government. The purpose of this course is to acquaint the student with the origin, development and functioning of the United States Government, stressing an understanding of the Federal Constitution, legislative procedures, powers and duties of the President and the importance of the Judiciary.

Three semester hours.

HIST. 285 — United States History and Government. An extensive survey is made of the Constitution of the United States in so far as it contributed to the development of American ideals and institutions. An attempt is made to show how our people were able to solve major problems within the frame work of the Constitution.

Three semester hours.

GEO. 283-284 — Principles of Geography. The course concerns the physical elements in geography and their relation to the habitats of man. Such factors as the origin and evolution of the surface features of the earth, the oceans and inland waters, and the atmosphere and its circulation are studied in an attempt to show how these

factors control man's use of the earth's surface.

Six semester hours.

HIST. 383-483 — History of the Far East*. Designed primarily as a survey of the history of the Far East. Emphasis will be placed on the political, social and economic growth of Japan, China, India, Korea and Manchuria. Chief concentration will be devoted to the modern period and contemporary problems.

Three semester hours.

HIST. 384-484 — Problems of Contemporary American Life*. This course will concentrate on the major problems of American Contemporary life. An attempt will be made to evaluate the causes, effects, and treatment of some of our social and economic problems with reference to the influence of science upon human experience. Several specific problems will be analyzed. These will include the problem of alcoholism, war, leisure and recreation, race relations, crime, housing, full employment and social security. Extensive use will be made of motion pictures, recordings and slides.

Three semester hours.

HIST. 385-485 — School Law*. A course designed to help the student meet and understand the responsibilities of American citizenship. The organization, functions, and powers of the local units of government will be considered in relationship to the state and national structures. Typical problems will be: 1. The Executive—Is the city manager or the elected mayor more fitted for achieving the purposes of democracy; 2. Representative—How is representation achieved in the locality, and what is the function of the Political Party in this process; 3. Do the American local courts serve the ends of justice? and 4. How are local governments financed, and what restrictions must they observe? Investigation of case situations and field surveys and trips will be encouraged.

Three semester hours.

HIST. 386-486 — American Colonial History*. A survey of American Colonial History during the period 1607-1776. Particular emphasis will be placed on political and demographic development, with more detailed treatment of the New England Colonies.

Three semester hours.

SOC. 481 — Principles of Sociology. Study of society, culture, places, people, basic institutions and processes, control and change as they affect man's social life.

Four semester hours.

GEOG. 382-482 — Economic Geography*. To develop geographic understanding of world patterns of present and potential producing and consuming areas, through a study of regional work and trade activities in their natural environmental and inter-regional relationships, is the aim of this course.

Three semester hours.



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THE COMMONWEALTH OF MASSACHUSETTS